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A MANUAL OF
EDUCATIONAL
AND VOCATIONAL
GUIDANCE



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A MANUAL OF EDUCATIONAL AND VOCATIONAL GUIDANCE

An Elementary Guide
for Teacher-counsellors in Secondary Schools



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INTRODUCTION

To guide implies help of a personal nature. Guidance is a personal service which is designed to help an individual to solve problems that arise in life. The help given may consist in clarifying difficulties, securing or interpreting information about certain things or in resolving difficulties in other ways. Guidance, however, does not solve problems for the individual but helps him to solve them for himself. It does not in any way restrict the freedom of the individual to decide things for himself. The term guidance is frequently preceded by a qualifying adjective such as educational, vocational or social. These terms indicate the type of problem on which guidance is given. A comprehensive picture of guidance may be obtained by defining it as "the process of assisting the individual to choose, prepare for, enter upon and progress in courses of action pertaining to the educational, vocational, recreational, and community service group of human activities."

Relation to Secondary School Programme

The focus of guidance is always on individual and not the problem. Its purpose is to develop the power of self-direction on the part of an individual. In Secondary school guidance refers to that aspect of the educational programme which is concerned specifically with helping the pupil to become adjusted to his present situation and to plan his future in keeping with his interests, abilities and social needs.

This is not a service for pupils with special problems but is meant for all pupils. A distinction has to be made in this connection between educational-vocational guidance and the remedial treatment of educational backwardness and retardation due to special educational problems. The latter situations demand the attention of a special worker in the field or a school psychologist. All such cases should therefore be referred to a suitable agency. The educational and vocational guidance service in a school system (as the subject is considered in this manual) is not normally in a position to deal with cases of educational retardation and backwardness.

The essential equipment for guidance programme includes both a knowledge of the pupil and information regarding opportunities of an educational, social, and vocational character. In other words, a successful programme of guidance demands that headmasters, teachers and guidance

workers understand each pupil and the circumstances of life in which he lives and likely to live. This will enable them in turn to give to the pupil instructions and guidance which are most appropriate for him as a person. With a sincere and sympathetic approach the pupil may be enabled to see the relationship between the school activities, his own ambitions and goals in life and the likelihood of achieving the same under existing circumstances.

Two sets of differences are involved in all guidance situations. The differences among individuals on the one hand and the variations in regard to the educational, social or vocational opportunities in the real world on the other hand necessitate some sort of choice and preparation.

Vocational Guidance

In recent times vocational guidance has become a more sharply defined concept in the public mind than has any of the other kinds of guidance. The General Conference of International Labour Organisation in its vocational guidance recommendation, 1949, described "Vocational Guidance" as "assistance given to an individual in solving problems related to occupational choice and progress with due regard for the individual's characteristics and their relation to occupational opportunity."

While it is based on the free and voluntary choice of the individual, "its primary object is to give him full opportunity for personal development and satisfaction from work with due regard for the most effective use of national man-power resources."

Vocational guidance is helping the pupil to see through himself, or self-evolution and to see himself successfully through a career. The two fundamental sets of differences mentioned earlier are also present in this situation. On the one hand there are the well known differences among individuals in physique and general intelligence, in special aptitudes, in temperament and the like. On the other hand are the varying requirements and opportunities of hundreds of occupations. The problem of vocational guidance is that of helping an individual who possesses certain assets, liabilities and possibilities to select from these many occupations the one that is suited to himself.

Vocational guidance is sometimes described as the process of "fitting round pegs into round holes and square pegs into square holes." This saying is based on a more or less superficial view of the situation. Neither occupations were designed with a view to suiting individuals nor are individuals manufactured in order to fit them into some specific vocations. There is no such clearcut matching of individuals to jobs and educational careers. It is more like a slow and painful process of trial and error by which the suitability of individuals for certain types of life and work is

discovered ; and an adjustment is brought about between the individual and an occupation.

The process of vocational guidance, like education, continues in the life of an individual over a long period of time. Broadly speaking this process includes acquainting the individual with a wide range of information concerning himself and concerning occupations. The individual is assisted in working out for himself a suitable vocational plan and to work in accordance with that plan. Very often assistance could be given to enable the individual to adapt himself to the requirements of his selected occupation or to find in a selected occupation conditions of work that suit him and his specific needs.

As a function of the school vocational guidance begins at that point in an individual's life when he finds it necessary to make choices that have any bearing at all upon what he would be doing after leaving school. This situation arises as soon as the child is confronted with the problem of choosing curriculum subjects. The assistance given to pupils in making such choices forms part of educational guidance.

Educational Guidance

Educational guidance, in so far as it can be distinguished from other aspects of guidance, is concerned with assistance given to pupils in their choices and adjustments with relation to school curriculum, courses, and their scholastic achievements. It is obvious that two sets of differences are involved in educational situations as well. Differences between individuals have been mentioned previously. The second set of differences consists of the various subjects, or subject groups, and extracurricular activities among which the individual pupil must choose. In the Secondary school he must decide which one of the various curricula he will pursue. After the Junior High school or Higher Secondary stage arises the problem of selecting and joining a particular professional, vocational or technical course.

It is obvious that many of the educational choices which an individual must make are strongly influenced by his vocational courses or goal. For instance, specific group of science subjects in the Higher Secondary or Intermediate examination is chosen because a pupil wants to join medicine as a profession. It is impossible to completely separate educational guidance from its vocational implications. There are situations where the pupil needs not only to be saved from floundering on the choice of the optional subjects but to make progress on it. It is necessary therefore to limit the meaning of educational guidance to the process concerned with bringing about a favourable setting for individual development. This

requires a consideration both of the pupil with his distinct mental characteristics and differing educational opportunities and requirements. If there is a single common group of opportunities and requirements, as exists when there is a fixed curriculum, the problem is simply one of educating by the best possible methods and not one of curriculum guidance.

Guidance and Teacher

Formal teaching is not educational guidance ; nor should educational guidance be confused with organised education. The concept of education includes guidance only when the modern progressive point of view of the total development of the individual, mental as well as moral, is accepted. However, guidance is present only when the assistance given is directed toward enabling the individual to interpret experiences and make choices and plans.

Guidance situations are continuously arising in school ; individual teachers guide individual students in different situations of life. Indeed, popular and successful teachers are often assisting their students in solving the problems facing them whether in school or home and neighbourhood. The programme of educational and vocational guidance is therefore not something entirely new and unknown to teachers.

As mentioned earlier, the fundamental reason for guidance is found in the two sets of differences—those among individuals and those among courses of action open to them. The more numerous or varied and difficult to understand the possible courses of action, the greater the need for help. For instance, the boy of today who is thinking of entering the industrial field is in far greater need of help than was the boy who faced the same problem fifty years ago. The industrial and technical group of occupations has become far larger and more complicated with its many special and related lines and the requirements that have come with increased scientific knowledge in the field. The social and economic changes which have taken place during and after the II World War have made it increasingly necessary to make more definite provision for certain forms of guidance in our schools.

The conditions in homes have also changed in that boys have little opportunity of learning by observation or personal example activities which were carried on in households of earlier times e.g. learning by practice the father's trade as in the days gone by. In fact there is little possibility of training in any type of work in the modern home. The demands of the school, and the attractions of the 'market place' keep boys and girls busy for the major part of the day.

Another factor that is significant in making the problem assume more serious form than ever before is the preoccupations of both father and mother with their own world of work and leisure. In such cases, home life in the old sense is gone.

Guidance as a New Function of School

Added responsibility is thus thrown upon the school in these changed conditions. It must therefore widen schooling to include learning of experiences and new skills in different types of activities. This training is vital, yet no one is now assuming the responsibility. The best agency at present available for undertaking this function is the school.

Not only has the home passed on to the school some of its responsibilities and functions, outside home, in labour and industry, new and complicated relationships have greatly increased the need for guidance. As the rate of production is speeded up small business gives place to large concerns, industry is specialised and there is curtailment of the apprenticeship system. The increasing degree of specialisation is obvious in modern classification of occupations. This specialization calls for very specific and careful assistance to young people in some planned manner. Things cannot be left to haphazard choice. In order to make a choice or even to begin to think of what to do after leaving school young people must have at hand certain definite facts about occupations. The kind of work done in each, the qualifications for the job and advancement prospects in it, the possibility of getting a job in the occupation under consideration, and the best places for securing the training necessary to fit one for the job are some of the facts worth knowing.

Pupils' answers to questions about what they would like to become or do when they leave school usually reveal that large numbers of them either have no vocational plans or have plans which are quite out of line with their own demonstrated abilities and with the prevailing opportunities for employment. Young people who succeed in getting jobs are more concerned with superficial conditions of work or the satisfaction of having any kind of job than with particular opportunities which their jobs offer.

If for no other reason than because of its financial advantages to the individual, vocational guidance must be recognised as a need of great importance to every prospective entrant to employment market. It is a common observation today that many young people chance into wage earning occupations with very little consideration of their suitability. They also shift from one job to another very frequently. There is an undeniable need for planning the educational and vocational life with the individual as the focus of attention.

Financial considerations apart, there are in some respects more fundamental benefits to be derived from vocational guidance. The worker's happiness and satisfaction in his work, his present development, his value as a social participant and his contribution to human welfare, all are involved. The individual who is failing in his work because he is unsuited to it or the one who is getting on but dislikes his occupation and goes through life feeling that he has missed his calling is equally as valuable a member of the society as one who finds his work interesting, satisfying and suited to his ability. Every failure in the experience of a young worker increases the possibility of another.

Increasing Use of Scientific Aids for Guidance

Another factor related to the increasing need for vocational guidance, though not an evidence of it, is the growing amount of information which could be made available concerning individuals. Since wise vocational guidance is based upon knowledge regarding the person who is guided, any additions to this knowledge make such guidance more practicable and increase society's responsibility for providing it. Introduction of objective tests in schools, health examinations of students, the development of more adequate methods of testing and recording special aptitudes, limitations and personality qualities have made available additional personal data most useful for guidance work in schools.

The significance of educational and vocational guidance in the context of the immediate present is brought home by the fact that one of the most urgent problems is to improve the productive efficiency, increase national wealth and thereby raise appreciably the standard of living of the people. This requires the development and consolidation of technical skill and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement. In the past our education has been so academic and theoretical and so divorced from practical work that the educated classes have, generally speaking, failed to make satisfactory contribution to the development of the country's natural resources.

Curriculum Guidance

Realising the need for a change the Secondary Education Commission (1952) recommended that there should be much greater emphasis on crafts and productive work in all schools. Diversification of courses at the Secondary stage was also suggested to fulfil the same need. This would enable a large number of students to take up agricultural, technical, com-

mercial or other practical courses which will train their varied aptitudes and enable them to take up vocational pursuits at the end of Secondary education or to join technical institutions for further training. The Commission hoped that the above—mentioned measures would result in equipping educated young men, psychologically and practically to pursue technical lines of study and work and thus raise general standards of efficiency. This scheme of multipurpose schools with diversified courses of instructions imposes on the school the additional responsibility of giving proper guidance to pupils in their choice of courses and careers. The secret of good education consists in enabling the student to realise what are his talents and aptitudes and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right types of employment. Correct information about the various types of educational courses and their bearing on later education and choice of occupations is essential for Secondary school pupils.

A preliminary programme of educational and vocational guidance should begin by giving the pupils who are about to enter the High school an elementary understanding of the varied types of educational and vocational opportunities and requirements in the country. This orientation of the youth into the practical demands of modern life will prepare them for making necessary educational and vocational choices.

Guidance as Cooperative Function

As mentioned earlier, data about individual pupils is one prerequisite for such a programme of guidance. Records of school progress assessment by objective tests, and information from parents about individual pupils should be properly arranged and recorded in a personal data sheet or a *cumulative record* folder.

Collection of *occupational and educational information* and presenting it to pupils at appropriate times is another necessary part of educational and vocational guidance. How efficiently this can be done depends upon the cooperation of employers and others responsible for creating new avenues of employment and filling roles in them.

Guidance workers have to present these two sets of facts, about the individual and about the educational and vocational courses, to each individual pupil in such a way as to start him on the way to planning and taking decisions about his future. One or more counselling interviews on individual basis may be required for this task. The counsellor assists the individual to plan his own future in the light of the facts available. The decisions and choices are not made at once and for all times. The process of choosing and planning is likely to continue over a period. Once a

scheme or plan is made by the individual it is no less the responsibility of the guidance workers to see that he is assisted in carrying it out in practice and in improving upon it. *Placement* in the job or in a training institute while primarily the responsibility of the individual with the assistance of employment exchanges or training institutes is also a part of the total guidance scheme. As a matter of fact guidance workers are also interested in the progress which an individual makes in his selected field. His success in later years incidentally is a practical test of the efficiency of guidance programme as a whole. Follow-up programme is intended to obtain reliable information in this respect.

Guidance is a difficult art of preparing boys and girls to plan their own future wisely in the full light of all the facts that can be mastered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the work of a few specialists but rather a service in which the entire school staff must cooperate under the guidance of some person with special knowledge and skill in the particular field. The success of the programme depends upon the cooperative endeavour of understanding parents, teachers, principals, medical experts, psychologists, guidance workers and employment officers.

II. THE ORGANISATION OF EDUCATIONAL AND VOCATIONAL GUIDANCE IN SCHOOL

As mentioned in the previous chapter the cooperative endeavour of many persons and numerous agencies is required for a successful programme of educational and vocational guidance in school.

The functions, duties and responsibilities of any staff member, for implementation of guidance service in a school would depend to a large extent upon the trained personnel available, the facilities regarding time, the provision of suitable aids, and the attitudes developed among the personnel. While assigning duties and limiting responsibilities of particular staff member to certain areas of guidance servicing we should continually keep in mind the purpose of such services which is to provide the most effective guidance to each individual pupil.

Role of School Administration

Good administration requires that the Headmaster or Principal of the school shall be the responsible administrative authority for all work done in the school. This means that educational and vocational guidance

activities promoted and supervised in all schools by the State Bureau are finally the Headmaster's responsibility as far as his school is concerned. The State Bureau functions through the headmaster and not directly through counsellors and teachers except as authorised by the headmaster.

The Principal or Headmaster therefore is the key man of the guidance programme within his school. He must be in sympathy with its purposes and give it his whole-hearted support. It is for him to accept the Bureau's proposals for his particular school or to make other proposals in harmony with the needs and circumstances of his school. He can further provide for the development of favourable conditions for the entire staff to participate in the guidance programme. With the assistance of a teacher-counsellor he is expected to help members of his staff to perform their particular duties in the programme. He can also make arrangements through the counsellor for checking on the effectiveness of the total programme. He may pass on one or more of these duties to his immediate assistants. However, responsibility still centers in the Principal's office.

The task is one of coordinating the guidance activities of the school in such a way that all the activities of the school are brought to bear in a unified and consistent way upon the problems of each child. So far as possible, definite primary responsibility for parts of guidance shall be placed upon certain individuals and specific agencies. The work should be so divided that each person knows what his particular responsibilities and duties are, the things for which he is mainly responsible, the ways in which he merely contributes to the work of others, and the areas of guidance that require cooperative effort on the part of all. The individual pupil should have unified assistance so that he is not confused by a multiplicity of counsellors.

Role of Counsellor

A counsellor is a specialist and as such he has a certain definite function in guidance. At least one staff member specially trained in counselling and guidance work should be provided for every multipurpose school. A teacher-counsellor combines the functions of a counsellor and a teacher with a reduced load of teaching work. The teacher-counsellor is better equipped than the average teacher for assisting individuals to make adjustments, aiding school administration and staff members in working with individuals pupils and parents, and presenting and interpreting data through guidance services. This adjustment may be with regard to the school and curriculum, vocation or personality. Very often the three types of problems are interrelated. "The job involves personal contacts, group conferences and intimate relationships such as few teachers

have the time and ability to make." The counsellor however cannot function properly without the cooperation and assistance of other staff members of the school. He should have for his immediate use all available facts about each pupil. Some of the information he must secure for himself, but for most of it he is dependent upon others. Although he shares some of the responsibility for pupil adjustment with the class teacher and the headmaster, he is primarily responsible for total guidance programme planning. More specific among his functions are :—

- (a) Administering psychological tests.
- (b) Collecting and maintaining pupil personal data.
- (c) Disseminating vocational information and information about different types of courses at school and in technical training institutes ; cooperating with the local agencies in collecting such information.
- (d) Individual counselling of pupils who have difficulty in choosing curriculum courses or in taking up employment on leaving school.
- (e) Assisting Youth Employment Services in the placement of pupils in various jobs.
- (f) Follow-up work with a view to assessing the outcome of guidance services in regard to the pupils who have received guidance.
- (g) Interpreting the results of psychological tests provided he has the necessary psychological training.

Qualifications and Training of Teacher-counsellors

A teacher-counsellor should be a trained graduate having at least three months training in educational and vocational guidance at one of the State Bureaux or at the Central Bureau. This specialised training should equip the teacher-counsellor for discharging the broader and less specialised among the functions mentioned above.

• Role of Teacher

Some of the most important situations for guidance are closely related to regular school work in curriculum studies. It is obvious that the subject teachers are primarily responsible for assistance given to individual pupils in connection with their subjects. But the teacher has to depend upon other agencies if he is to do his work effectively. He must have facts about the pupil, some of which can be obtained best by others than himself, such as social workers, and psychologists. Among the latter category are facts about home life and the social and economic

conditions of parents, levels of ability as assessed by intelligence tests and health conditions. The class teacher is also jointly responsible for the moral development of the child, development of a wide range of interests, punctuality and numerous other phases of work and life in school. The average teacher cannot ordinarily give guidance successfully regarding choice of occupation or further education after leaving school because he does not have the intimate knowledge of occupations or the college courses. The teacher can however obtain much valuable information about the pupil whom he has taught. The class teacher can contribute to the success of guidance more than anyone else because he is in contact with the same group of pupils over a sufficiently long period of time. He has also the opportunity of observing pupils in different types of situations in classroom and outside. The observation and recording of pupil behaviour with the help of a check list or questionnaire is a very important task in which the cooperation of teachers is of immense value to the guidance programme.

Area Counsellors

Until such time as every Secondary school has a wholetime counsellor on its staff the provision of one regional or area-counsellor with two technical assistants in every district or for a maximum of 20 Secondary schools is desirable. The area-counsellor should visit schools as often as necessary or possible and assist teacher counsellors in every way. He should guide them in the preparation of school talks dealing with dissemination of vocational and educational information. He should assist the teacher-counsellors when occasions for individual counselling arise. Test interpretation is an intricate task that requires very specialised knowledge and training. Regional counsellors may be of special assistance to teacher counsellors in this task. The regional counsellors should also cooperate with the State Bureaux in research work and with local and regional Employment Exchanges for collecting vocational and educational information. The nature and extent of assistance required in a particular school will depend upon the practical needs, circumstances and the personnel available in that school.

Area-counsellors have to perform important functions in the 'feeder schools' within an area. The Middle schools (which do not extend up to High school or Higher Secondary school) serve as feeders for Higher Secondary schools in that area. While the Higher Secondary schools and High schools will be in a position to make provision for a teacher-counsellor or counsellor, the Middle schools will have to depend on the ordinary teaching staff for the educational and vocational orientation of

pupils. The area-counsellor and his office will provide the necessary technical assistance to the feeder Middle schools for giving educational and vocational orientation to their pupils.

Contribution of State Bureaux

In making guidance services available to the bulk of Secondary school pupils the school naturally has assumed primary importance. The School Administration and staff members collaborate with the teacher-counsellor and the regional counsellor in the preparation of a guidance programme for the school and in integrating it with the total school programme.

The State Bureau's contribution to the school programme lies normally in maintaining a continual supply of the necessary aids and tools and 'model' guidance notes helpful for pupil appraisal and for occupational orientation of pupils. This the State Bureau may do by issuing as often as necessary or desirable talks to school-counsellors and 'model' school talks with illustrative aids in the form of occupational orientation filmstrips, charts and diagrams showing the progress of guidance in other schools and in other States.

Training of serving teachers for school-counsellors' assignment is an important function of the State Bureau. A programme of guidance personnel training includes periodical conferences of guidance workers (teacher-counsellors and regional counsellors, in particular) refresher courses and correspondence courses for staff members interested in a better understanding of the goals and techniques of guidance work in the Secondary school.

The State Bureau of Educational and Vocational Guidance has many more functions and responsibilities which, however, do not always bear directly or immediately upon guidance in school.

Central Bureau of Educational and Vocational Guidance

Established by the Ministry of Education in October 1954, the Bureau is intended and equipped to carry on among others, the following specific functions :—

- (i) Production and distribution of tools and aids serviceable for guidance work in school.
- (ii) Technical assistance in setting up educational vocational guidance bureaux in the States.
- (iii) Training guidance personnel particularly psychologists and counsellors.

- (iv) Coordinating guidance activities throughout the country.
- (v) Coordinating research activities in education and guidance throughout the country.
- (vi) Preparation of manuals dealing with educational and vocational guidance, careers and occupations.
- (vii) Coordinating with the Occupational Information Unit of the Directorate General of Resettlement and Employment in the preparation of occupational information material and its distribution in schools.

Role of Employment Exchanges

Employment Exchanges play a vital role in the total scheme of educational and vocational guidance. It is proposed to establish a Youth Employment section in the Employment Exchanges to facilitate the employment counselling of youth and their placement in jobs. More significant contributions to the total programme is expected with regard to compilation of occupational information. Employment News and Career pamphlets published by D.G.R. & E. and Employment Counselling of school leavers will necessitate collaboration and coordination between the task of D.G.R. & E. and the educational and vocational guidance bureaux. The proper use of the occupational information published by the Labour Ministry is bound to add to the efficiency of guidance services in educational and vocational fields.

The lines along which the two ministries can collaborate have been laid down in an agreement made between the Education Ministry and the Labour Ministry.

Need for Team Work

In setting up the machinery by which any part of our educational system is to be administered, there is always the grave danger of losing sight of the real function of that machinery. For this very reason, the administration of guidance should begin with the individual pupil and his needs. We should begin by asking the question "What is necessary in order that he may be guided?" From this we should work out to those groups of school activities and agencies which are most closely associated with him and then successively to those which are more remote. Among these agencies, the specific contributions of parents, teachers, psychologists, medical experts, counsellors and employment officers stand out directly or indirectly contributing to the success of guidance services. We might then devote our attention to such an

organization that will make it possible to coordinate the efforts of all who are concerned with the efficient guidance of the school child. The co-ordinated functioning of all these agencies with the child as the centre is indispensable for successful guidance work.

III. COLLECTION OF PUPIL INFORMATION

The ultimate concern of guidance in school is the planning of the educational and vocational career of individuals. This planning can be done only when there is adequate information and knowledge about the individual concerned. The pupil as well as the counsellor need for this purpose a fund of information about the former's strong and weak points.

Teachers generally are coming in touch constantly with students in school. It is, however, often difficult to secure about each pupil data that is objective and reliable. His mental and physical capacities and the socio-economic background of his life, have to be observed, assessed objectively and recorded in essentials. The aim is to obtain as faithful a picture of the individual as possible not with reference to any one aspect but to the individual as a whole. Among the mental and physical conditions and the social and economic circumstances are many factors which significantly affect the educational and vocational plans of pupils. The economic status and the profession of the parent for the son of a businessman may determine his occupational future. Incidentally, in such a case, when the choice has been made earlier, the scope for guidance is comparatively limited. In another case the economically adverse circumstances of the family and subsequent need for immediate earning by the boy in order to support the family may substantially restrict the scope of vocational choice for an otherwise brilliant pupil.

Schools play an important role in the process of exploring the individual pupil. What the child does in school, in the classroom and outside the classroom, provides a very sound basis for observing and recording his behaviour. Teachers are thus placed in a favourable position for assisting in maintaining a cumulative progress record of pupils which is a major function in the educational and vocational guidance programme.

An important question here is as to which facts constitute the pupil data required for guidance. Are all facts equally important? Obviously any facts that have any bearing upon pupils' educational or vocational plans and choices now or later on are important. Much however depends upon the guidance set up in a particular school. Only those facts which can be used by guidance workers or by pupils themselves need to be

recorded and collected. However, securing facts about the individuals while indispensable for guidance is not guidance, unless the individual is assisted in selecting significant facts, and in interpreting them. The items of pupil data which are generally important for guidance can be grouped under the following headings.

(i) *General Data* :—General data consists of the information that will be useful in locating the individual and in making contacts with those responsible for him. The home address, name and occupation of the guardian, checked over regular intervals, are the most essential items in this group.

(ii) *Social Environment* :—Information about home environment including details about the size of the family and the relationship among family members, the educational and economic status of the parents obviously have a close bearing upon the upbringing of children. The social conditions existing in the neighbourhood determine the companionship and the outdoor interests of a child. The community to which a child belongs and to which he must adjust himself should also be considered while planning his future.

(iii) *Physical Data* :—Information concerning the pupil's health and physique is obtained through physical examination at school and the medical record of his illness. The bearing of physical fact on vocational guidance is obvious because of physiological demands of occupations upon the workers. There may be minimum standards of physical fitness for entering certain jobs which thus limit the entry to those who fulfil the specified conditions. Similarly the educational plans of an individual may be considerably affected if his weak eyesight makes him unfit for long hours of reading and writing work. The welfare and happiness, as well as the ultimate financial progress, of an individual depend upon his physical fitness for work. Conditions of work in some jobs further make it necessary that even individuals who are healthy and normal but for a particular allergy keep out of those jobs. It is desirable to have a comprehensive health record of an individual. This is expected to give an understanding of his physical assets and liabilities.

(iv) *Achievement Data* :—School achievement in curricular subjects is usually considered an important indicator of the future accomplishments of pupils. It also indicates the trend of their interests by showing their comparative standing in various subjects. These trends sometimes show a significant relationship, positive or negative, to later educational plans and vocational training. Objective and reliable measures of school progress can be obtained if new type tests are used instead of the traditional examinations which are frequently criticised for lack of validity, reliability and objectivity.

A continuous record of school progress and attainments as measured by tests frequently administered can give an accurate picture of the pupils' school attainments. A similar objective and accurate record of students' attainments in activities other than scholastic is of equal importance. The co-curricular activities and hobbies pursued by pupils outside the study hours indicate the trend of their interests and the probable direction of their future activities. Sometimes the attainments in a school debate, a play staged by the students' union or a match played by the school team would give a better indication of a pupil's aptitudes than given by his scholastic attainments. The reason lies in the fact that pupils are comparatively free to choose and decide for themselves while joining or participating in these activities. The field in which a pupil shows some outstanding achievement may reasonably be the one in which he has a genuine and abiding interest. It is therefore vital for the guidance worker to take account of such interests as reflected in the attainments in cocurricular activities. Further analysis of the expressed interests of pupils and the study of the relationship of these interests to abilities is necessary for understanding the real interests of pupils.

(v) *Psychological Data* :—Psychological data are intended to give information regarding the mental characteristics of pupils. They consist of the results of psychological tests and are often considered to be valuable sources of pupil data for guidance. With the advance of test construction technique more reliable tests are becoming available.

The mental characteristics which can be assessed with the help of tests are general intelligence, abilities in particular fields, such as language, and number, interests and personality qualities. Whenever standardised tests of these qualities are available they should be used for supplementing pupil data. Too much dependence on test results however is not desirable. Moreover the tasks of selecting, administering and interpreting test results is a fairly specialised one. Unless the correct type of personnel is available for handling psychological tests they should not be used for guidance.

The significance of each of these mental qualities for educational and vocational choices appears specially in such cases where, for instance, a person chooses the medical profession because of his strong scientific interests and a sympathetic attitude towards the sick and the suffering. Similarly the high intellectual score of a person may ensure for him a high position in competitive examinations for Indian Administrative Services. Some personality qualities of another pupil may make him unsuitable for being a social welfare officer.

These instances should not be taken to mean that the vocational plans can be made by emphasising the results or high scores on a certain test in isolation. The cumulative evidence of all the mental test results

evaluated in the relation to other items of pupil data is very important. Mental tests have come to occupy a recognised standing as desirable aids in educational and vocational guidance since efforts have been made to classify vocations with reference to their requirements regarding intelligence, special aptitudes and interests etc, although our knowledge in this field is still very limited.

(vi) *Data Concerning the Individual's Educational and Vocational Plans* :—As guidance implies assistance to the individual in planning his future activities this assistance must begin from the individual's earlier plans for himself. There is a possibility that during the process of guidance the individual's earlier educational and vocational plans may be completely changed. This may be necessary in view of the cumulative information being made available regarding the individual himself and more recent data regarding his educational and vocational opportunities. If, however, the process of counselling begins ignoring the individual's plans and is concentrated on just giving instructions or directions it loses much of its intrinsic or voluntary nature. If any change is to be made in the earlier plans which are often dynamic, it should be made by the individual himself after he has taken stock of the whole situation. The counsellor who wishes to assist the individual in making such modifications must therefore know about these plans, how they were formed and what the individual has been doing to implement them. The counsellor's interviews with pupils may sometimes reveal that the previous educational and vocational plan was really made by the parent or guardian and therefore reflects his ambitions and wishes and not those of his children. These plans do not have to be abandoned and reformulated in all cases but only need to be adjusted in keeping with realities of the situation. Knowledge of the pupil from various angles puts the counsellor in a favourable position for accomplishing his task.

Sources of Pupil Data :—The facts grouped under the above headings have to be obtained and properly recorded for each pupil who is to be guided. It is obvious that this rich fund of information cannot be available unless the school or guidance organisation has made provision for it. Various aspects of the data will require technical assistance of different types of experts. The use of the best tools and measures that are available in each field will also be called for. The teacher-counsellor and the teachers may be able to collect and record some of the required data without any other expert assistance. Even in such a case the use of some techniques or tools may facilitate the task and produce more satisfactory results ; for example, with regard to the data relating to home and neighbourhood influences a well planned interview with the help of a questionnaire would yield more reliable information than could

be secured by just a chance meeting between parents and teachers.

The questionnaires can also be used for some other purposes. Where adequate health records have not been maintained in the school, a questionnaire filled by parents could be of immense help in outlining the past health of pupils. The illnesses or injuries which the child has suffered are known to parents. Extreme care and skill however are required for framing a good questionnaire.

The interview is another useful, even if it is a time consuming technique that can be used either in combination with a questionnaire or separately. Parents or guardians of a pupil might reveal during the course of an interview certain items of information which could not be given in reply to any of the questions in the printed questionnaire. Some facts are of so confidential a nature that they cannot be given in writing yet they are significant for the future plans of the individual concerned. However, an efficient interview requires a certain amount of skill and preliminary preparation on the part of the interviewer.

Teachers can further obtain very valuable data about pupils by observing their behaviour in the classroom and on the playground. These observations can be made more objective, reliable and useful by making use of a checklist for recording them. A list of behaviour items to be checked as present or absent in the case of each pupil would avoid reliance on memory alone. A brief description of the actual behaviour observed rather than a mere adjective or label (which may mean different things to different people) is what a counsellor needs. This would also give the teacher some training in observing pupil behaviour without taking too much for granted.

The sources for obtaining pupil data are numerous and they are bound to vary from school to school but the teacher-counsellor will always occupy an important place in the school guidance programme as coordinator of the data. It is for him to interpret and illuminate the various aspects of pupil records on the basis of his personal understanding of pupils. The counsellor as well as the pupil in their own turn will interpret the facts of pupil-data. Some individual cases require special items of information not obtained for all pupils as a rule. The needs of the counselling interview will, to that extent, determine the collection of data.

Various types of cumulative records or personal data sheets have been suggested by guidance workers. Accumulation of the pupil data over a number of years requires a folder or personal file that is not too cumbersome for frequent reference. The problem of transference of pupil data from one institution to another when the pupil shifts to another school is also pertinent. The guidance workers may adopt the cumulative record pattern from other schools or may evolve one according to the

working conditions in the institution. The efficiency of guidance depends in this respect upon a cumulative record that is comprehensive, intelligible and convenient to refer through the course of years.

IV. MATERIAL OF EDUCATIONAL AND OCCUPATIONAL INFORMATION

The process of growing up in the community opens for Secondary school pupils new fields of interest and activity. They are called upon to make many decisions in relation to these fields. It is part of the responsibility of the school to equip pupils for making these choices by furnishing necessary information about pertinent fields.

Pupils who seek guidance in making their educational and vocational plans specially needs certain information regarding educational opportunities. Even if a pupil possesses detailed information regarding his abilities, aptitudes and skills he is not in a position to choose a college or technical training institute for further education or a vocation in the absence of information about suitable educational institutions and employment opportunities. The function of an information unit in guidance set up is to accumulate such material as will furnish reliable and up-to-date information about the opportunities ahead.

The educational and occupational information made available to pupils should be accurate. Occupational surveys, job description and job analysis are the principal methods used in the compilation of occupational information. Subjective reports about occupations are liable to give a distorted view of the occupational field. Similarly, out-of-date information which ignores the changes that have taken place with the passage of time reduces the value of the information service as an essential guidance aid. The information obtained and disseminated among pupils should be factual and comprehensive enough to give a fair picture of the educational and occupational spheres.

Educational Information

Pupils need certain items of information about the school in which they are studying. Those boys who shift from a small Primary school to a larger Secondary school specially need assistance in adjusting to the new school. Information regarding the lay-out of the school plant, attendance rules, opportunities for earning while learning, the co-curricular activities, the traditions and customs of the school and about other

agencies, such as for sports and athletics, for award of scholarships, etc., which offer their services to pupils are the things of which pupils are ignorant. Pupils also need help in learning to use the library, the number and types of diversified courses open to them and how to participate in the numerous co-curricular or extra curricular activities available in the schools of today.

It is difficult to distinguish between educational and occupational information. Pupils need to learn about the next step to be taken e.g. when they have to select one of the elective courses available at the Secondary stage in the Multipurpose schools. Information required by them at this stage is both educational and vocational in character. They should be assisted in relating present school studies and future employment or apprenticeship requirements and opportunities. Some of them may also need to understand the relationship between school studies and professional courses in the college or university.

Occupational Information

With increasing industrialisation and consequent specialisation of fields, the modern occupational world has become very complex. The pupils' need for guidance in understanding the world of work is therefore very great.

Occupational information service supplements school guidance and aims at giving 'accurate and usable information about jobs, industries, work processes, employment trends and opportunities.' A few facts regarding occupations today indicate the importance of an occupational information service.

These facts are :

- (i) Increase in the number of occupations.
- (ii) Job analysis and possibility of matching of jobs and individual aptitudes.
- (iii) Availability of occupational census data to show trends of employment.

No description of the world of work can do justice to the richness of its variety. Efforts have, however, been made to classify the thousands of occupations which exist today into a smaller number of groups. Occupation can be arranged into a number of hierarchies according to various criteria e.g. prestige, salary, educational requirements etc. One such classification on the basis of the type of work has been attempted by the Directorate General of Resettlement and Employment (Ministry of Labour) in India. This classification groups the jobs into eight occupational divisions. They are further classified into 55 occupational groups and 300 occupational families.

The best clue to a systematic and useful description of the world of work is furnished by the questions most often asked when a person is planning his future in the light of his fitness for a certain occupation. These questions deal with the level of general education expected of people who enter a given occupation, the length of time required for specialised training, the minimum and optimal intelligence levels of the people who follow it; the special talents needed; the kinds of work to be done and the surroundings, which may be congenial to one person and not to another; the remuneration, financial and non-financial; the security of employment, opportunities for advancement and keenness of competition; and the social prestige attaching to the occupation.¹

Occupational information therefore should include the following items:

- (i) Duties of workers.
- (ii) Preparation required of workers.
- (iii) Major desirable and undesirable features from the workers' point of view.
- (iv) Chief personal qualities required of workers.
- (v) Average income for the new entrant and for one who is well established.
- (vi) Opportunities for advancement.
- (vii) Methods of entering the occupation.

School Curriculum as a Source of Information

"Every subject of the curriculum—Geography, History, Chemistry, Latin, Algebra—can be used as a vehicle for the dissemination of vocational information and the arousing of vocational interest."²

How far this potentiality of each subject of school curriculum as a source of occupational information is realised depends upon the teachers awareness of the above function of the subject which he or she teaches. Some subjects can be taught in such a way that through their study pupils obtain a general orientation to the world of work they lead to. There are other subjects which can be used as sources of factual information about specific jobs. It is possible, for example, to study the job of locomotive engineer through the study of geography while considering mechanical transport. History and economics may be studied with emphasis on the social and economic phases of life to develop an insight into as well as liking for certain descriptive professions. Relationships between capital and labour may be clarified through study of civics.

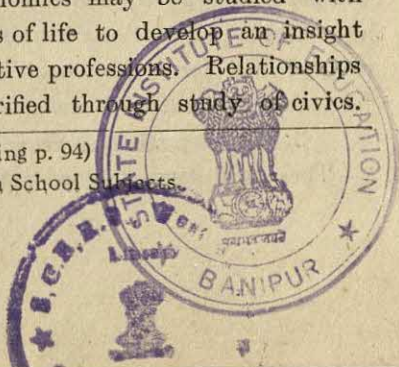
¹ (W.V. Bingham—'Aptitude' Aptitude Testing p. 94)

² H.D. Kitsan—Vocational Guidance through School Subjects.

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Study of sciences like biology, physics and chemistry should give information on the use of these sciences in present day life and the vocational possibilities in scientific work. If the content of school courses is taught in functional relationships to the situations in the real world in which it will be used the students will naturally be brought in contact with its vocational application.

Publications—Guide Books on Careers and Occupations

Books and other publications of reliable agencies are among the most important sources of occupational information. Care must be exercised in the selection of books for the use of pupils. The acid test of serviceability of such material is that it contains information that is accurate, reliable and comprehensive. Some private educational and Vocational Guidance bureaux like the Parsi Panchayat at Bombay, Rotary Club, Bombay, Y.M.C.A. Indore, and the Bombay Government Bureau have published some literature ; but by far a scientific approach to the subject has been made by the Ministry of Labour (D.G.R. & E), who have set up a well-organised Occupational Information Unit, with a view to conduct research in the world of occupations and publish books, pamphlets and folders etc. on occupations and careers. Their publications are planned along the following lines :

1. National Classification of Occupations (with standards titles, definitions etc.)

The Ministry of Labour (D.G.R. & E) have already in use a Guide to Occupational Classification, which is being used at all the Employment Exchanges for purposes of classification of candidates under different occupational code numbers. The revised edition of the Guide, entitled 'National Classification of Occupation', prepared on the lines suggested by the I.L.O., will give basic information on the work performed within each occupation and will prove a very useful tool in the work of matching the ability of job-seekers with the requirements of an occupation. The work on the revised guide is progressing and it is expected this publication will be out very soon.

2. Occupational Field Reviews

These will give detailed description of the more important occupations in the various fields, as regards the work performed, physiological and psychological requirements and the training requirements. They will also include information on training facilities for guidance purposes. These reviews will form the backbone of the occupational reference material for counselling purposes and will be a valuable source of information.

3. Occupational Descriptions

These will give detailed information on selected occupations and will

provide an exact and concise statement on how the work is done by a worker and what is required of him in terms of knowledge, skill and aptitude for performing the work.

4. Handbook on Training Facilities

The cyclostyled 'Handbook on Training Facilities' in three volumes was issued in 1955. The Handbook has further been improved and the second edition, which is likely to be printed very shortly, will cover over 2000 institutions. The handbook is being compiled on a State basis, but an all-India volume will also be published. These handbooks give comprehensive information on training facilities available throughout the country in various occupations and subjects.

5. Career-pamphlets

The preparation and publication of career-pamphlets, called 'Guide to Careers', have been undertaken by the D.G.R. & E. and a number of them have already been issued. These pamphlets provide a fund of information relating to various occupations. Whilst Occupational Field Reviews will provide complete information on a group of occupations, the career-pamphlets give information on a specific occupation and can be used by readers, when they are interested in a particular career. These pamphlets have been prepared on shortage occupations, which are likely to be of interest to school leavers at various educational levels. Hindi editions of these pamphlets are also being issued very shortly.

Other Sources

Published material should always be studied in relation to the local conditions. The special conditions and limitations in the region or State should be taken into consideration and efforts made to supplement the compiled material with details of local jobs and educational opportunities. The use of visual aids like films and filmstrips also serves a definite purpose in the dissemination of occupational information. Visits to places of work e.g. a foundry, farm or office, may be undertaken to give a realistic view of the labour market conditions. Such visits are possible only to a limited extent and usually in case of local occupations only. Meetings and interviews with representatives of workers may give students some opportunity to ask questions and get certain items of information that meet individual needs better than published material or films. Dissemination of facts about the occupational world however does not in itself solve the problem of planning what to do or could be done after leaving school. The interpretation of this information is necessary. It has to be fitted into the situations in which the individual's abilities and circumstances are the deciding factors. It is here that counselling interviews are necessary for clarifying the doubts and difficulties which each

pupil faces in the process of choosing his line of action.

Occupational information can be given to pupils through a specific occupational course taught like other subjects of the school curriculum or as part of the social studies. The course has to be introduced at appropriate stages in the school. Classes should be held once or twice a week according to the requirements of the syllabus.

Career conferences which are a combination of talks and interviews should also be organised in schools. Such conferences bring pupils in close contact with the selected representatives of different occupations thus providing suitable opportunity for securing information about their respective occupation.

Adequate understanding of occupations requires that numerous sources of information should be brought together to the service of school leavers.

Filling Information Material

Efficient use of accumulated information is possible only if the compiled material is systematically arranged and filed. It would be advisable to file educational and occupational material separately.

A simple alphabetical arrangement is not the most suitable one for the filing of information material. Pupils and teachers expect to find information under the names of occupations. Occupational classification made by the D.G.R. & E. provides code numbers for the various occupations. All occupational information may be filed under these code numbers. Any one looking for information about a specific job will have to look up the code number for the job. All the unbound material including booklets, pamphlets and single sheet briefs should be filed according to plan. Steel filing cabinets with hanging files will greatly facilitate the use of filed material. The aim in developing and using any filing plan is to ensure facility in using the accumulated material both by counsellors and pupils.

A broad and realistic understanding of occupational life is necessary on the part of the counsellor. However, he is not required 'merely' to 'impart' or 'disseminate' occupational information. The proper role of the counsellor is to help individuals in making use of the information by themselves. The focus in a guidance situation is on making plans and decisions and not on acquiring factual information as an end in itself. If pupils have learned through the guidance programme "what they should know about occupations and about themselves and how they can acquire, interpret and apply such information they will be equipped for the continuous process of career planning."¹

¹(Baer & Roeber.....*Occupational Information* p. 4)

V. GUIDANCE WITHIN THE SCHOOL

Educational and Vocational guidance in school consists of numerous and varied functions. They differ according to the stage of schooling at which they are provided and the requirements of pupils. Pupils who come to a larger Secondary school from small Primary schools need help in adjusting themselves to the total school programme, to curricula and subject teachers. Guidance begins at this stage with orientation to the school environment. Specific curricular guidance is usually required when pupils have to select one or more optional subjects in the High school. Educational guidance is also required for solving difficult problems, say of learning a new subject, and developing efficient study habits. By the end of VIII class pupils should be planning for choosing courses in class IX. Information about occupations, what special skills they require, and the relationship of educational courses to jobs, all these are basic to the desired planning.

School programmes of curricular, co-curricular and extra-curricular activities should assist pupils in exploring their own abilities and fostering interest in knowing the relevant facts about different types of educational and vocational courses. Such exploration of self and of the educational and occupational world will enable them to adopt a realistic attitude, while drawing up their plans. Guidance service in school coordinates the varied items of a school programme. Placement or settling down into employment and progress in the selected line are also part of this service.

Methods : The best methods of guidance in school are those which enable the individual to know himself, to know facts about education and occupations and to interpret them in relation to each other for planning his own future. Some of the methods involve work with groups of pupils while others require individual relationships through interviews.

I. Working with Groups :—Just as group tests given to individuals in a group, group guidance is guidance given to individuals in a group. A.J. Jones describes group guidance as “any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustments”¹ Common requirements of educational course or occupations suitable for school leavers can be given in a class talk.

Group methods are of special significance in the initial stages, in Standard VIII or IX for preliminary orientation. This would subsequently lead to curricular guidance or exploration of suitable occupational openings. Reference has been made to some of these methods in an earlier section on

¹(A.J. Jones—*Principles of Guidance*, P. 202).

Occupational Information material. A further discussion of some group guidance techniques is given below.

(i) **Class Talks by Teachers and Visitors** :—Group discussion and talks are the methods to be usually employed for giving pupils preliminary understanding of things about which they should begin to think.

Some items of information are required by all pupils and it is economical to give such information to a group. Information about the role of various agencies engaged in guiding them, the new school or college, or a technical institution with the courses and facilities that it offers, the details about a particular job should be disseminated through a systematic programme of talks by teacher-counsellors. Teachers and representatives from the respective institutions or jobs may also contribute a few talks occasionally. Speakers should be selected with care to ensure that the information presented to the pupils is accurate and unbiased. The talks should first be discussed with the counsellor or the school administration. Effort should be made to give a comprehensive and balanced picture of the topic. The subjects of talks should be those which are of interest to the pupils and such information be provided as would facilitate their educational and/or vocational planning. Senior pupils should be prepared for such talks by previous study of the problem from books and pamphlets.

Greater benefit would be derived if some time was provided at the end of a talk for answering pupils' questions and discussing the points raised by them. This would enable pupils to exchange opinions amongst themselves and with the speaker and to express varied points of view in relation to the subject of the discussion.

Talks broadcast over the radio could reach a larger audience though they would lack something in the personal impressions and *rapport* of the speaker. The latter can sometime be of disadvantage if the charming personality of the speaker arouses a false admiration for the job which he represents. An unimpressive speaker would engender the contrary attitude.

(ii) **Career Conferences** have some elements of advantage over talks and lectures. They are intended to give pupils opportunity to study the occupations in which they are interested; the workers in respective occupations or a group of them and the teaching staff collaborate in the study through talks and discussions. Such conferences require elaborate planning and previous preparation in order to be successful.

(iii) **Audio-Visual Aids** for group guidance include movie pictures, filmstrips, photographs, tape recorders, and posters. They can

be used for presenting information about schools, colleges and occupations. Pictures give a realistic representation of different situations. They can be shown again and again to give pupils a better understanding. The actual operations, and processes involved can also be seen by slow movement; the confusion and noise of the actual working place is eliminated. The pictures and films should however be selected on grounds of representation of the details on the actual work and the duties of the worker. Pictures which advertise the products or processes only do not serve the purpose of occupational information adequately.

Wherever visual aids are available they should be used to extend the pupils' knowledge of occupations and to create interest in varied types of jobs. If the showing of films etc., is preceded by introductory remarks and followed by discussions pupils will gain a more intelligent understanding of the field. Photographs can also be used for studying occupations. Pupils interested in specific jobs may prepare 'Career Books' consisting of cuttings and pictures related to those occupations. This would make an interesting hobby.

(iv) **Visits** to work-sites and educational institutions can be undertaken in groups. The maximum benefit from these visits will be derived when a previous arrangement with the institution or working plant has been made for conducting the visiting students. Provision for qualified guides to take charge of small groups of pupils will enable the visitors to understand the nature of work and duties of workers. Where an adequate number of guides cannot be provided arrangements should be made for a group conference immediately after the visit preferably in the institution or plant site itself in a quiet place.

Adequate safeguards for the physical safety of students are essential in planning such visits to industrial plants. As in case of filmshows the students should be prepared in the class for observing and recording during the visits the most important details. This requires previous study and discussion of the institute or the industry to be visited.

Visits to schools, training institutions and job centres give the most true-to-life picture of the particular line of study or training to which they are related. No amount of reading from books and discussion can equal the actual seeing, hearing and smelling of a place of work. The noise of a factory, for example, may be an important consideration to some persons in the choice of occupation. The industrial visits provide the means of knowing about the respective places in such a way that important features may not be overlooked or forgotten.

Group techniques are useful for collecting pupil data through group tests, inventories and questionnaires. Certain basic facts of growth of personality can also be discussed in groups and pupils made aware of the

relationship between personality and job efficiency.

Group methods are not intended to replace techniques of individual guidance. They are complementary, group methods providing the background information which will prepare the individual for counselling interviews.

II. *Working with Individuals* :—Guidance is a personalised service in which group techniques play an indispensable role. Counselling is however considered to be the most intimate and vital part of the entire guidance programme. It consists of 'consultation, mutual interchange of opinions and deliberating together'. Counselling service in a guidance programme entails 'planned provision for serving the unique needs of pupils through person to person relationship of counsellor and counsellee.' Counselling should not be identified with giving advice. It is more like talking over a problem with someone. Counselling aims at drawing out a problem through discussion and making its implications clear. The discussion may often consist in obtaining facts from the counsellee, giving him some information or just recalling some facts through mutual exchange of ideas. In the course of the discussion the relationship between certain factors may be observed. By its very nature 'counselling is a personal and dynamic relationship between two individuals, (one of whom is older, or more experienced, or wiser than the other) who together approach a more or less well defined problem of the younger, or less experienced, or less wise, with mutual consideration for each other to the end that the problem may be more clearly defined and that the one who has the problem may be helped to a self-determined solution of it.'¹

Counselling interview as a part of guidance in school would be facilitated if certain essentials are provided. A separate office or room where counselling may be done in a quiet environment without interruptions and distractions, availability of adequate cumulative records, adequate educational and occupational information material, all form part of the background for the counselling service. Counselling is usually the most difficult part of the guidance programme and therefore the slowest to develop. Administrative support and the competent leadership of a trained counsellor are basic to effective counselling.

Ruth Strang describes *Interview* as 'the heart of the counselling process, to which other techniques are contributory. The essential feature of the interview is a dynamic face-to-face relationship in which the counsellee is helped to develop insights that lead to self-realization'. She speaks of a wide variety of interviews ranging from a short conversation in which the students' need for information is quickly met, to a long

¹(A.J. Jones—*Principles of Guidance* p. 291).

series of therapeutic interviews.¹

Numerous factors go into making the process of interview complex. Among these the personality of the interviewer, the person being interviewed, the relationship between them, and the setting and content of the interview may be considered as of greatest significance.

The personality of the interviewer has indeed a great deal to do with the success of an interview. His philosophy of life and attitude towards people and work are patent, though invisible, factors. Since he is the leader in the interview he must be able to create a situation where the counsellee is aided in recognizing his needs or problems and facing them in an intelligent and courageous way. Certain personal qualities plus training and practice in counselling are assets for successful counselling. Emotional maturity, an objective attitude and a genuine interest in students would enable him to create a healthy environment for counselling interviews. Being a good listener is one way of facilitating the pupil's response in formulating his problems and making his future plans freely and with confidence. It is imperative that all information about the student be treated as confidential.

Preparing for the Interview :—Pupils should know the part that counselling plays in the guidance programme and the extent to which the counsellor can assist them. This orientation can be accomplished through group discussions and talks at the beginning of the year. An understanding of the counsellor's role in the school would enable the pupils to approach the counselling interview with the right attitude—not expecting advice or ready-made solutions but being keen to talk over their problems with a positive attitude towards counselling service. Nothing can be attained through the counselling interviews unless the pupil approaches the counsellor with a consciousness of his need.

The counsellor prepares himself for the interview by going through the observation reports and other available records concerning the interviewee. He should be in a position to look at each pupil as an individual unique in certain respects. At the same time he should have at hand the educational and occupational information that a pupil is likely to require or sources to which pupils might have to be referred for information.

Gaining Rapport :—Symonds defines *rapport* as 'a personal relationship of mutual trust and respect based on a feeling of confidence and security in the other person.' An honest and frank attitude, capacity to keep confidences, keen and sincere interest in the child's needs are the principal factors helpful in establishing *rapport*. The interview may be opened with a cordial greeting and an introductory reference to a hobby or

¹(Counselling Techniques in College and Secondary Schools—R. Strang p. 100).

special interest of the pupil ; this would help to put him at ease.

Defining the Counselling Situation :—The counsellor should in the course of the interview indicate his inability to supply ready solutions. He should indicate on the other hand his willingness to cover the necessary ground for discussion and finding out the solutions to problems facing the counsellee.

Through brief and timely comments the counsellor should encourage the expression of the child's feeling and attitudes regarding the problems.

The role of the counsellor at this stage is to clarify the views expressed by the counsellee and to reformulate his statements so as to bring out their inter-relationships and their bearing on his educational and vocational plans. Facts about the pupil and the related educational and vocational situation should be viewed together ; any additional information required for the purpose may be located and secured.

Guiding the interview :—The discussions in an interview have to be confined to the problems at hand. The counsellor must steadily keep the direction without dictating or dawdling. A pointed suggestion is helpful in guiding the conversation back to the problem when it seems to be going off the point. It is necessary to avoid antagonism or embarrassment on the part of the interviewee.

Moralising and condemnation have no place in a counselling interview. The self-respect of the interviewee should at all costs be maintained. The counsellor accepts the interviewee even while disapproving certain items of his behaviour.

Building up the Plan :—The interviewee needs to be helped in coming to grips with his problem and to do his own thinking. It may become necessary and, be possible too, to change earlier plans in case they do not conform to reality. Since a counsellor has more resources at his command than the young pupil, he can give direct assistance by suggesting alternative courses of action ; the choice between them rests with the pupil.

It is important to mention in this reference the distinction made between directive and non-directive types of counselling. The responsibility for making the choice and decisions in directive counselling is mainly with the counsellor. In the case of a non-directive approach the responsibility is wholly with the pupil. Educational and vocational guidance in school is not based on a theoretical justification or arm-chair discussion regarding adherence to one of the two techniques. While the ultimate solution should rest with the individual, the counsellor can suggest possible moves, point out relationships and suggest possible interpretations and alternative solutions. "This means he must maintain a delicate balance between old-fashioned advising and the so called non-

directive counselling".¹

Before the end of the interview the pupil should have drawn a plan of action for the immediate future and should also begin tentative or exploratory thinking for the remote future. The plans may consist of a programme of self study, the selection of a course, joining a college or a training institute according to the stage at which counselling interview takes place.

The interviewee should leave the interviewer with the satisfaction of having outlined a plan and with increased confidence in facing reality.

Recording the Interview—Brief notes of the salient points can be discreetly taken by the interviewer during the course of the interview. Some more details may be recorded immediately after the interview is over. This will give a picture of the ground covered and will supply the background for the next interview that might be required in future.

Following Through the Interview :—Once the interview is over the task of the counsellor is not finished. He must make sure that the sources and agencies to which the pupil was referred for information would serve his need. Then he has to ascertain that the plan of study or work and the facilities available for it are suitable for bringing about the desired outcome. Periodic information in this respect must be secured by the counsellor either from the pupil or from the institution which he joins.

Number of Interviews—The ground which has to be covered by the counselling interview may need more than one meeting. The stages at which the initial and later interviews should take place one after another may differ according to the way in which the scheme of guidance is organized in a particular school. Effective counselling requires at least one interview in the course of a year, specially near the time when a choice or decision has to be made by the pupil. In the delta class this choice refers to courses and the subjects of study at the end of the Higher secondary stage to the choice between further education at college and taking up a job. At other times pupils may seek interviews for discussing some factors and circumstances which necessitate changes and modifications of earlier plans.

The function of counselling interview may vary from one interview to another. An initial interview involves establishing *rapport*, the exchange of information between the pupil and counsellor and clarifying the purpose of the counselling interviews. At a subsequent stage the interview centres around a crucial decision or choice. Still later in the process of guidance the purpose of the interview may be to help a pupil follow on with his plans by giving him specific information about a training institution and how to get the best out of the facilities available. The role of the coun-

¹ C.E. Erickson—*A Basic Text for Guidance Workers*—op. 137-138.

seller and his actual duties will vary according to the end in view.

Interview as a technique of individual guidance should find its place in a total scheme of educational and vocational guidance. The practical difficulties in providing the trained personnel, the time and the physical conditions necessary, make it obvious that counselling interviews are worth their value only when the other parts of the guidance programme are adequately organised and operated.

VI. GUIDANCE PROGRAMME IN A MULTIPURPOSE SCHOOL

Respects in which the Multipurpose School is Different from Other Schools.

An important fact underlying the reorganization of the Secondary school, curriculum is the consideration of the Higher Secondary school as the terminal stage and not merely the way to University education for a large majority of adolescents. "Most of them have to think of earning a living and the educational programme should give them some training in this direction-not so much in terms of specific vocations as in training their practical aptitudes in preparation for definite vocational work later. The educational programme will not be narrowly vocational but will have a definite vocational bias".

The curriculum of the Multipurpose schools as envisaged by Secondary Education Commission consists of certain core subjects common to all pupils and certain optional subjects. Core subjects include the study of a craft (to be selected out of a number of crafts offered) a long with languages, social studies and general science. Learning of a craft is intended for a number of beneficial consequences. The most important among these are developing love for manual work, utilising the principle of learning by doing, acquiring vocational experiences, developing vocational interests and exploring possibilities or earning while learning. Craft teaching in schools should be undertaken with these objectives in view.

The optional subjects to be offered in Multipurpose schools have been included under seven groups. Pupils must take these subjects from any one of these groups. Further, each group consists of some compulsory and other optional subjects. Complete freedom of choice without any guidance is not educationally desirable hence this grouping. In the choice of optional subjects and of subjects within a group pupils should get the benefit of expert educational guidance.

The provision of varied courses which have definite vocational bias is not intended for specialisation in the narrow sense of the word. The

primary object is to provide suitable scope for the development of special interests of pupils.

Multipurpose schools curriculum should be organised with the clear understanding of the aims and objectives of the scheme of reorganisation. The subjects which are available in a particular school should form a coordinated whole preliminary to vocational work or study at a later stage. The subject offerings should not be determined only on the basis of the staff and other facilities available in a particular school. How far the subjects taught in a particular group are related to one another and the way they prepare pupils for vocational training or work in various related spheres should be a determining feature in this respect.

Where Guidance Begins—Pupils should be gradually prepared for making choices out of the varied offering in a Multipurpose school. They should be acquainted with the purpose and objectives of the curriculum grouping. Before making choices pupils should have some knowledge of the world of occupations, the careers open to them after leaving school and the bearing of each of the courses and options on the future choice of careers. Along with this should also come an understanding of the demands of careers and of educational and vocational courses leading to them in terms of pupils' abilities, attainments and preparation. Each individual can plan his line of action if he is aware of his own assets and weak points and how they fit him for specific jobs or careers. Educational and Vocational Guidance consists in providing assistance to the individual in the above task.

Compilation of Pupil-data. Compilation of pupil data in school should begin as early as VI class continuing through each school year until school leaving. The following types of data should be collected for guidance work in school.

- (i) General data—school data, non-academic.
- (ii) Social Environment—home and neighbourhood.
- (iii) Physical data—health, physique and school medical report.
- (iv) Achievement data—school achievement and use of objective tests.
- (v) Psychological data—ability, aptitude and personality assessment.
- (vi) Data concerning the individual's educational and vocational plans.

The data collected through each school year should be available to the teacher-counsellor in a compact cumulative record which can be passed on from one school to another in case of pupil transfer. Various types of cumulative records have been suggested. The main thing about them is that the records should be comprehensive, continuous and factual as well as useful for the purpose of guidance. It should not be so unwieldy as to make it difficult for consultation by the guidance workers. The role which the school plays in compiling pupil data has been discussed in detail elsewhere.

Orientation Talks. Group Guidance may begin in class VIII. The aim is to help pupils adjust themselves better to school administration and staff and begin thinking about choice of subjects or alternatively preparation for entry into employment. Group orientation is carried out through class talks. The following is an outline of three orientation talks to be given during the first school term.

Talk I (Two school periods)

1. Self introduction of the counsellor. His work with pupils and with school administration. How he collects pupil information and what use is made of it.
2. Standard VIII as a terminal point in the following respects.
 - (i) Entry into Higher Secondary school
 - (ii) Termination of schooling and choosing a vocational course.
 - (iii) Employment as an apprentice worker.
3. Curriculum and courses in the higher Secondary school.
4. Crafts : Why a craft is learnt side by side with academic subjects.

Talk II (Three or more school periods)

1. General acquaintance with the contents of several elective courses.
2. Differences in skills, aptitudes and interests which correspond to different contents of elective courses.
3. Further education at college/university or technical training institution these courses lead to. The occupations for which these courses are a preliminary preparation.

Talk III (Four or more school periods)

1. How elective courses are chosen.
 - (i) Pupil's ability
 - (ii) Special aptitudes, talents and interests
 - (iii) Related to skills already acquired
 - (iv) Parent's wishes
 - (v) Availability of places in school
 - (vi) Facilities for further education after passing the Higher Secondary Examination.
 - (vii) Employment opportunities—local, regional and at the all India level.
2. Types of subjects difficulties met with.
3. Personal difficulties regarding choice of courses relating to academic preparation and practical work in school ; financial consideration etc.

Class Talks in II and III Terms (VIII class)

A series of talks on vocations suitable for school leavers :

- (a) Non-University courses e.g.
 - (i) Typist-clerks
 - (ii) Stenographers
 - (iii) Machine Operators
 - (iv) Book keeping and Accountancy
 - (v) Librarianship
 - (vi) Teaching
 - (vii) Public Health Occupations
 - (viii) Various types and levels of workers for implementing the community projects
 - (ix) Indian Defence Services
- (b) University Courses

Participation in Group Academic, Vocational and Recreational Activities.

One very important aspect of guidance in school is that of assessing the abilities and stimulating interests of the pupils as thoroughly and extensively as possible so that they may be guided in making correct educational and vocational choices. Similarly the various curricular and co-curricular activities should be utilised for developing varied interests among pupils and thus widening the scope of their activities and later vocational choices. School programmes can provide facilities for this by organising student clubs not only as general social groups but in the form of small groups consisting of those pupils who are interested in a particular field of activity. These groups or clubs can play an active role in organising the various functions and activities in the school. The following are some of the activities which can be undertaken in small groups :

- (i) Student Government
- (ii) World Affairs Forum
- (iii) Secretarial Club
- (iv) School publications
- (v) Library club
- (vi) Dramatics
- (vii) Stage crew
- (viii) Costume club
- (ix) Music group
- (x) Art club
- (xi) Agriculture club
- (xii) Nature study group
- (xiii) Athletic Council
- (xiv) Scientific Society

(xv) Engineering club

(xvi) Nursing and Social Service.

Administration of Psychological Tests - Collection of Psychological data for educational and vocational guidance includes administration of suitable psychological tests at different stages of the school life of the pupils. The extent to which psychological tests will be used in a programme of guidance depends upon the following :—

- (i) Availability of suitable tests with norms.
- (ii) Availability of trained personnel for administering and interpreting tests.

The following types of tests should be administered to obtain a comprehensive view of the mental qualities of pupils :

- (i) Intelligence tests
 - (a) Verbal (in mother-tongue or the regional language)
 - (b) Non-verbal.
- (ii) A test of space relations
- (iii) A test of mechanical comprehension
- (iv) A test of language usage indicating literary aptitude
- (v) A test of perceptual (clerical) speed.

Use of School Examination Results : The school attainment of a pupil as indicated by the success in examination is an important index of his abilities in various subjects which he has studied. Success in school bears a close positive correlation to success in later education specially required in the case of higher occupations. The relative attainments in specific subjects in school indicate the special abilities as well as interests of a pupil. They too have a close bearing upon the choice of a line of work or study as preparatory to entering a career. School attainments should always be taken into consideration while planning the educational and vocational life of an individual. Specially in the absence of reliable psychological tests guidance workers will have to depend to a great extent on school achievement in each school year as prognostic of future attainments. The construction and use of New type tests will increase the reliability of school examination results. Special stress will have to be laid on a pupil's relative standing in literary, scientific, artistic and other groups of subjects as indicating fitness for the corresponding course in the Higher Secondary school. School attainments can be taken as a fairly reliable measure of future attainments specially where they also show an agreement with the expressed interests and plans of pupils. The academic attainments should be judged with a clear understanding of pupil-teacher relationship as a factor with either positive or negative effect. No hard and fast rules can be laid down regarding the correlation between success in a subject at earlier stages and at the Higher Secondary

stage. Sometimes a subject while retaining the name changes its nature radically from one stage to another. Some studies bearing on the problem of predictive value of school marks have been made in other countries. The reliability of school marks as an index of attainment in later education is yet to be studied and determined in Multipurpose schools in India.

Teachers Assessment—The assessment of pupils with the help of an inventory or checklist should be used along with examination marks for collecting data about pupil attainments. The differences in standards of marking in various subjects by different teachers can to some extent be overcome if a method of converting marks into standard scores is developed. This will make possible a comparison between marks in different subjects.

To combine and interpret the test or examination results and teacher assessment is the counsellor's task, the aim being to find out the truth about individual pupils' abilities and performance levels.

Parents' View.—Parents in India still exercise the major responsibility for the preparation for and entry into the jobs of their children. For this reason alone the views of parents regarding their plans for their children should be taken into consideration by the guidance workers. Moreover the parents have a first-hand knowledge of the background and the development of their children and the guidance programme should have the benefit of their cooperation.

On the other hand there is the fact that parents are difficult to approach partly because of lack of time and facility for meeting teachers and counsellors but also because of lack of understanding regarding the need and importance of cooperating with the school as far as planning the educational and vocational career of their child is concerned. Teacher parent associations which have already been organised in some schools in our country should be very useful for carrying out this work.

Guidance programme must make specific provision for meeting parents, at first in groups to apprise them of the guidance schemes and then individually for discussing the problems and plans of individual pupils. The use of a questionnaire for getting information from parents is indispensable; special effort has to be made by teachers and counsellors to enlist the cooperation and goodwill of parents. They are in need of help for planning the future of their children and if they could be convinced of the role of the guidance workers and the school the task of planning individual careers would become much more easy and fruitful.

Occupational Orientation Talks and School Visits.—As pupils proceed from IX class to X and XI and study their elective courses they should be aware of the vocational implications of their subjects. This can be done partly in the routine class teaching if the teacher is conscious of the

fact. Along with this, talks on specific groups should be arranged by the counsellors. Representatives from the respective occupations could be invited for talks in school. If outsiders are invited the selection of speakers should be made with care so that students get a balanced and correct picture of the job in question. Sometimes visits to work sites e.g. a factory, or farm can be combined with talks and discussions. Keeping in view the local limitations, the talks and visits should cover the areas corresponding to the numerous courses available in a school. The showing of films and filmstrips should be combined with the study of occupational literature and occupational orientation talks on

- (a) what the college offer
- (b) The scope of vocational training.

Individual Interviews.—It is necessary to have individual interviews at the time of school leaving before the end of II term for class XI students. This part of guidance should not interfere with the preparation for final examination. All the pupil information that is available and the occupational information that a pupil has obtained should be brought to bear upon the question of making a choice between vocational training, immediate employment and further academic education.

Some tentative decisions and choices should be made before the pupils leave school.

Preparation of School Leaving Reports.—When pupils leave school the counsellor must prepare their school leaving reports. These reports should be sent to Youth Employment Section of Employment Exchanges which are gradually being opened in some cities for continuing the work of guidance through employment counselling and actual placement.

Youth Employment Service. Pupils should get acquainted with Y.E.S. at first through the school counsellor and then by actual visits to the office. They should approach Y.E.S. for occupational information regarding

- (a) Openings for High school youth
 - (i) Training projects
 - (ii) Employment opportunities
- (b) Opening for college youth

Employment prospects.

While the major responsibility for counselling and placement of youth who have passed out of school rests with Y.E.S. there should be full cooperation between the school and Y.E.S. Youth Employment counsellors and school-counsellors should meet occasionally to discuss difficult cases of guidance.



